



Tennessee Succeeds:
ESSA in Tennessee Final Plan
School Improvement/Priority Schools

Agenda

- Final ESSA Plan
- Tennessee Priority and Focus schools
- School Improvement Continuum
- Achievement School District



TennESSA⁺ee Succeeds

Our Priorities

Early Foundations & Literacy

Building skills in early grades to contribute to future success

High School & Bridge to Postsecondary

Preparing significantly more students for postsecondary completion

All Means All

Providing individualized support and opportunities for all students with a focus on those who are furthest behind

Educator Support

Supporting the preparation and development of an exceptional educator workforce

District Empowerment

Providing districts with the tools and autonomy they need to make the best decisions for students

Overall Stakeholder Engagement

- Six working groups with 67 members across the state
- 3,000+ stakeholders provided input over the summer
- Dozens of listening sessions and informational meetings with teachers, parents, community members, advocates, and legislators
- Six town hall meetings over December and January
 - 1,000+ stakeholders attended town halls
- 2,000+ comments received through online and written feedback

Stakeholder Feedback on School Improvement

- Align the next Priority list with the first A-F grading and Focus list identification, and adjust for data issues
- Provide opportunities for schools to exit the Priority list each year
- Start school improvement continuum of interventions immediately for all Priority schools
- Keep sense of urgency on improving outcomes for students in the lowest performing schools
- Provide more clarity on Priority school entrance, proof points, and exit, as well as Focus school identification
- Improve support for Focus schools

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Priority Schools List

Priority Schools

- Priority List is released once every 3 years.
- Priority List identifies the bottom 5% of schools based on overall success rate.
- High schools with a graduation rate below 67% will be identified as a Priority school.
- Schools that earn a TVAAS 4 or 5 for the two consecutive years earn a safe harbor from being designated.
- All Priority schools will be designated as an F.

Next Priority List

Tennessee's next Priority List will be released in **summer 2018**. The 2017-18 Priority list will be based on data from 2015-16, 2016-17, and 2017-18.

- Allows for all data to be from the new TNReady assessment and historical TCAP science assessment.
- Releasing the 2017-18 list in summer 2018 also creates alignment with the first designation of A-F school grades.
- The Priority List in 2020-21 will include three years of new science and social studies assessments, as well as TNReady assessments for ELA and math, and 2020-21 will be the first opportunity for a Focus school to be eligible for comprehensive support.



Tennessee's School Improvement Strategy under ESSA

School Improvement Guiding Principles

- **First, empower districts**

- Districts should have an opportunity to improve schools new to the Priority list first with state support
- Establish and communicate clear criteria for ASD eligibility

- **Invest in what works**

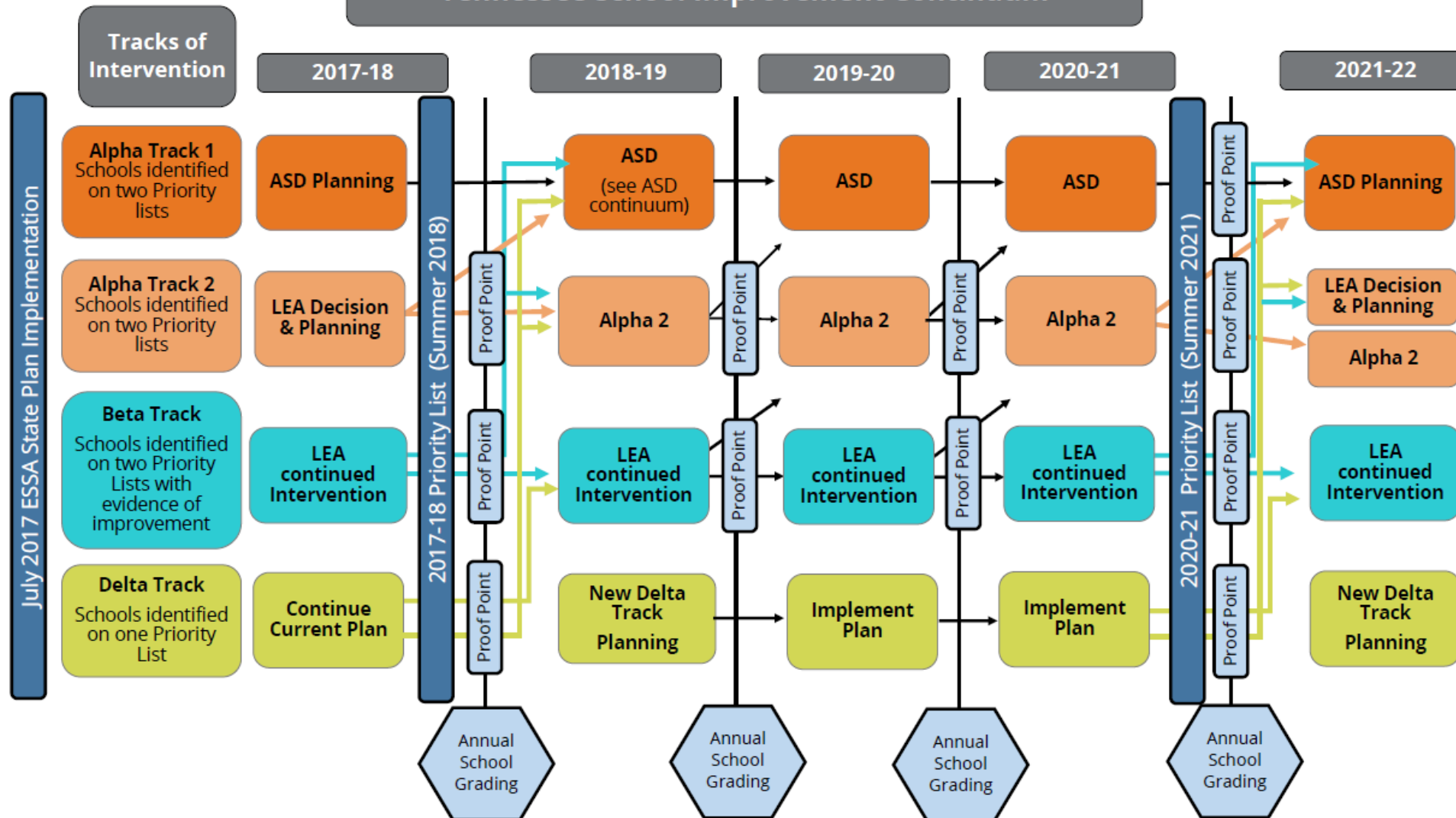
- Schools that are exceeding growth expectations should be supported to sustain those gains

- **Students can't wait**

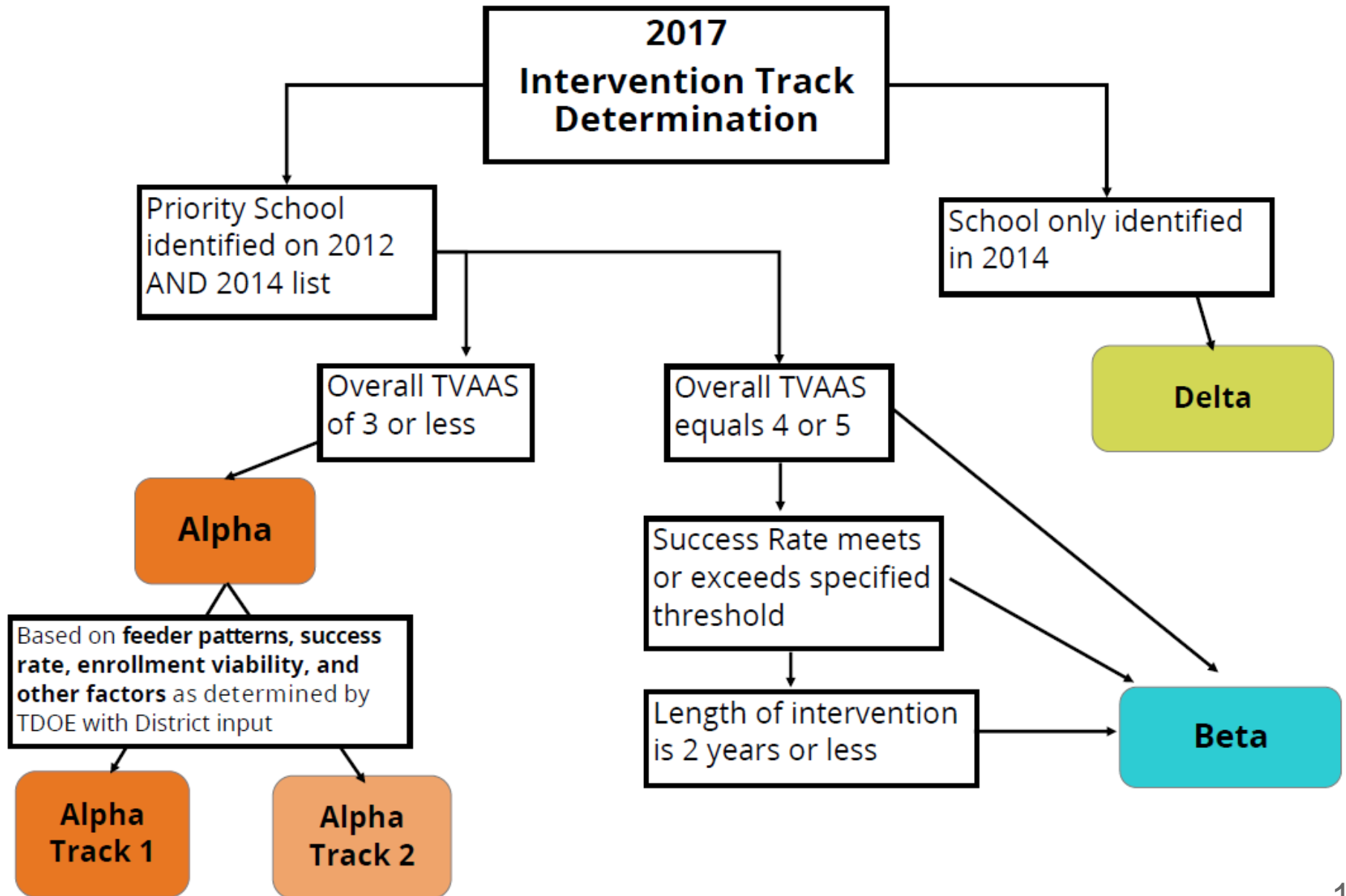
- Schools that have been historically underperforming and are not showing adequate growth must have state intervention
- Schools with a history of underperformance do not begin with a clean slate and may require intervention within the three years before a new priority list is run

School Improvement Continuum

Tennessee School Improvement Continuum



2017 Decision Matrix

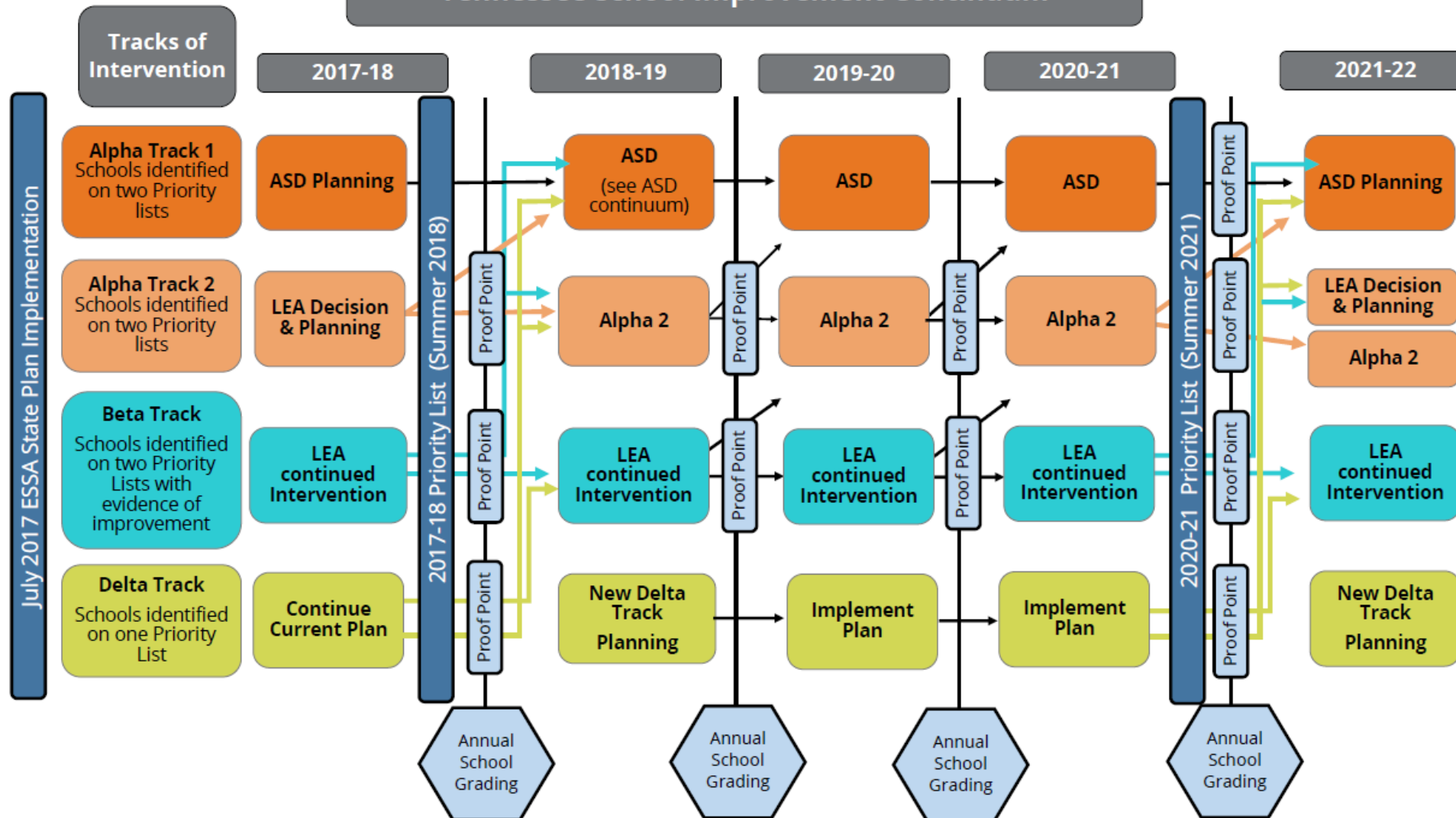


Priority School Improvement Continuum

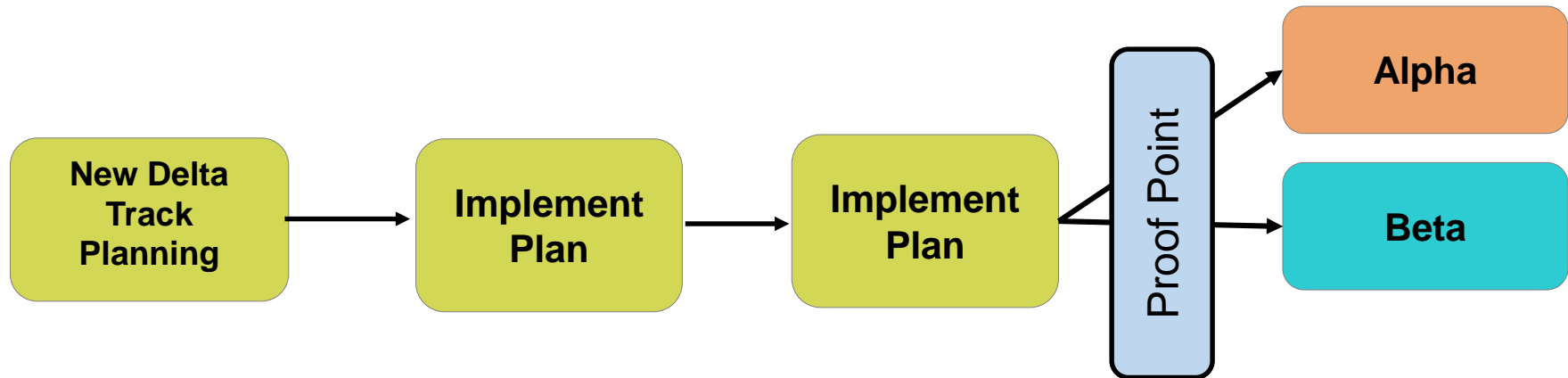
- Tennessee's School Improvement Continuum will go into effect **July 1, 2017 with current Priority schools**. Three tracks of intervention for Priority schools based on multiple factors including:
 - (1) previous identification as a Priority school
 - (2) overall TVAAS composite,
 - (3) one-year success rate across all tested subjects,
 - (4) length of time in current intervention,
 - (5) feeder pattern, and
 - (6) graduation rate.

School Improvement Continuum

Tennessee School Improvement Continuum

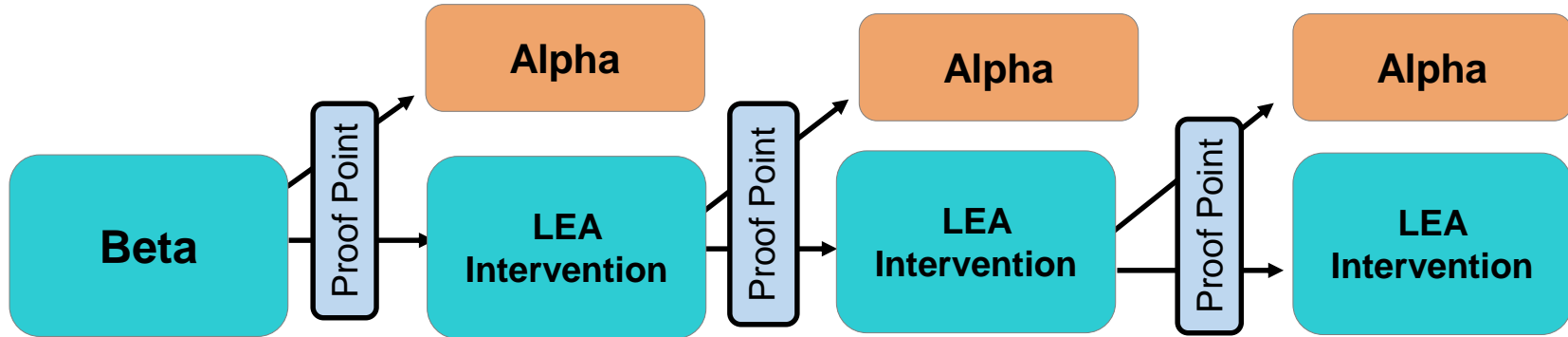


School Improvement Continuum



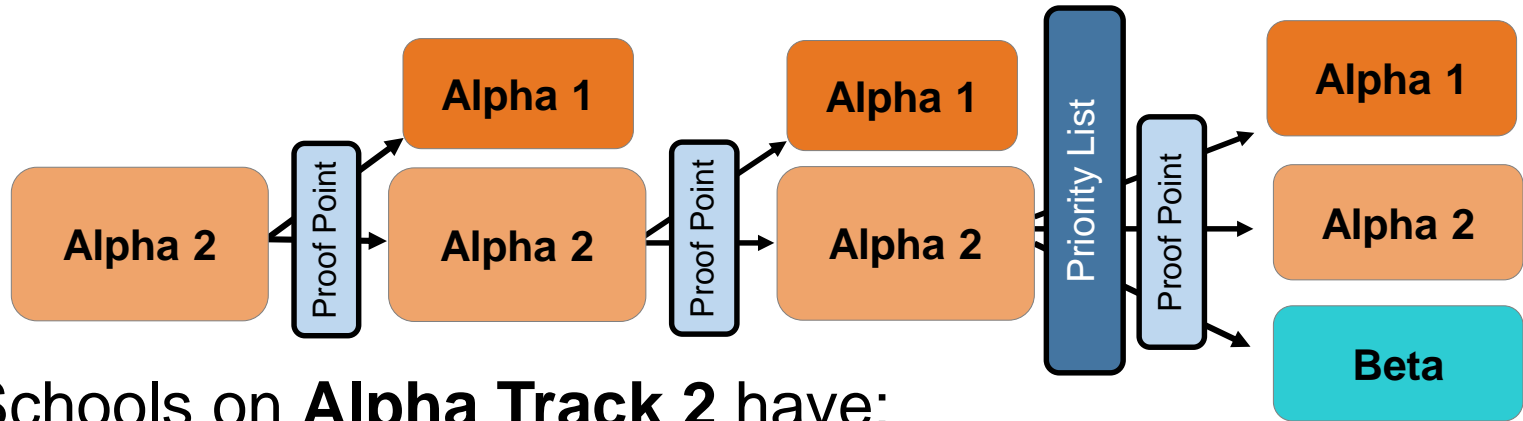
- Schools on **Delta Track** are:
 - Schools identified on new Priority list
- Delta Track – implementing new, district-led, evidence-based interventions with support from the new Office of School Improvement (OSI)

School Improvement Continuum



- Schools on **Beta Track** have:
 - been identified on the two most recent Priority Lists
 - earned TVAAS of 4 or 5
 - undergone 2 years or less in previous intervention
 - earned success rate meets or exceeds designated threshold
- School on Beta track will implement district-led, evidence-based interventions in partnership with the new Office of School Improvement (OSI)

School Improvement Continuum



- Schools on **Alpha Track 2** have:
 - been identified on the two most recent Priority Lists
 - earned TVAAS of 3 or less
 - undergone 3+ years in previous intervention
- The determination of Alpha 1 v. Alpha 2 is based on feeder pattern, success rate, and other criteria (ex. viability of enrollment) determined by Commissioner
- Alpha Track 2 will have annual proof points for ASD eligibility

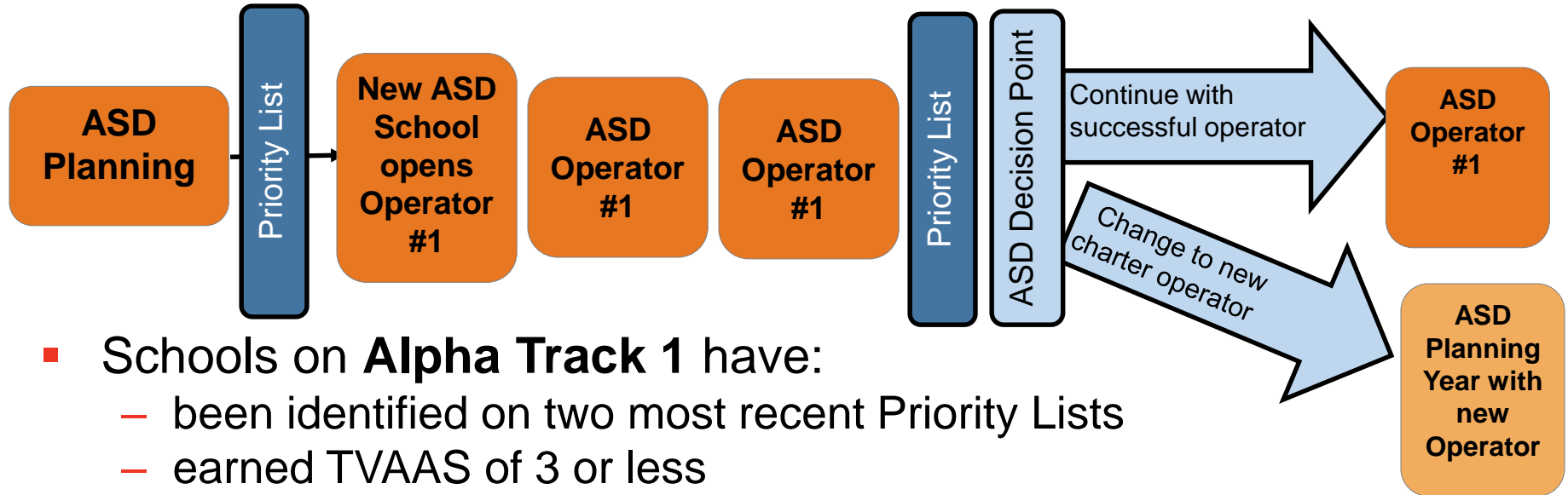
School Improvement Continuum

Schools on **Alpha Track 2** have 5 options for 2017-18 school year. Availability of options are determined by the Commissioner.

1. LEA may initiate a **district-led charter conversion** in 2017-18 for school year 2018-19
2. LEA may **partner with ASD** to begin transition to ASD
3. LEA may **continue successful, evidence-based interventions** at school level for 2017-18. School must meet TVAAS of 4 or 5 to continue district-led interventions in subsequent years
4. Commissioner may propose a **state-district shared governance** structure to support 5+ Priority schools
5. District may **close the school** and send students to higher-performing school(s) in proximity

Alpha 2 District Options	Considerations	Proof Point at end of current school year
Initiate a district-led charter conversion	Requires approval by local school board.	Submit application according to state charter processes and deadlines. District must execute charter agreement by July of the current school year.
Develop transition plan with ASD	Only available to a district that currently has schools served by the ASD or school(s) on Alpha Track 1. If a district has a school in the ASD planning process or in the ASD then this option would be available.	District and ASD will have a formalized agreement by end of current calendar year.
Continue current intervention	A school with a current evidence-based intervention in place may continue, pending approval by the TDOE	A school that does not achieve a TVAAS of 4 or 5 overall in current school year will be moved to Alpha Track 1 and begin ASD planning in following year.
Create state-district governance structure for zone of schools	Commissioner must offer as an option for the district. District must serve five or more schools within the Partnership Zone.	Commissioner must initially offer as a potential option based on community conditions. The district's plan must be approved by state per timeline and the state-district governance board must be in place by end of current school year.
Close School	<ul style="list-style-type: none"> Only available to districts that have evidence of declining enrollment, proximity of higher performing schools, and availability of transportation Districts may also propose a reassignment or re-zoning plan for state approval. 	Submit a plan to the TDOE by end of calendar year with articulated plan for closing the school and identification of school(s) for those students to attend beginning in the following school year.

School Improvement Continuum



- Schools on **Alpha Track 1** have:
 - been identified on two most recent Priority Lists
 - earned TVAAS of 3 or less
 - undergone 3+ years in previous intervention
- Alpha Track 1 – schools are immediately eligible for ASD and will become an ASD school in the 2018-19 school year
- ASD school performance decision points are based on school performance over the three year period and annual reviews of charter operators

Priority School Exit Criteria

Schools will **exit Priority status** by meeting one of the following exit criteria:

- The school is not identified on the next Priority school list, and therefore is no longer in the bottom 5%
- The school exceeds the 10th percentile in the state using a one-year success rate for two consecutive years
- The school earns a level 4 or 5 TVAAS performance in all subject/grade content areas for two consecutive years
- The school exceeds the 15th percentile in the state using a one-year success rate

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Focus Schools

Stakeholder Feedback

- Clarify how Focus schools will be identified
- Address how Focus schools will be supported at the state level
- Provide support for “D” schools
- Annually identify “F” schools

Focus schools in TN ESSA plan

- This designation includes **schools in which one or more subgroup(s) are determined to be underperforming** based on the school accountability indicators.
- The Focus school list will be determined by reviewing the data for each of the four accountability subgroups **and identifying those schools performing in the bottom 5% of all schools** meeting the minimum n-size to be held accountable for that subgroup.
- Current Priority schools **will not** be eligible for Focus designation.

Focus schools in TN ESSA plan

- A school can be identified as a Focus school for multiple subgroups and **five percent of eligible schools will be identified for each subgroup.**
- Additionally, **all schools earning an overall letter grade of D** will be identified as Focus schools.
- Focus schools will receive a “minus” on their school grade if earning an A, B, or C designation.
- Focus schools will be identified annually. The **first identification will occur in 2018.**
- Focus schools that remain in the **bottom five percent for the same subgroup *and* do not meet AMO targets for three consecutive years** will become **Priority** schools.

Focus Schools Service Model

District Meetings

- TDOE will meet with district and Focus school leadership
- Provide data analysis and deep dive into root causes
- Review internal capacity

Plan Development

- District development of Focus school improvement and implementation plans
- Technical assistance from the new office of school improvement

Implementation Supports

- New office of school improvement with dedicated resources for Focus schools
- Prioritized involvement in other TDOE initiatives

Networking

- Cross-divisional support from the state
- External partnership opportunities
- Connect with other districts and schools on evidence-based strategies
- Annual state-led convenings (LEAD, PIE conferences)

Year 1 Review

- Reconvene district and school leadership to determine areas of progress and continued opportunities
- Begin development of Year 2 implementation plan

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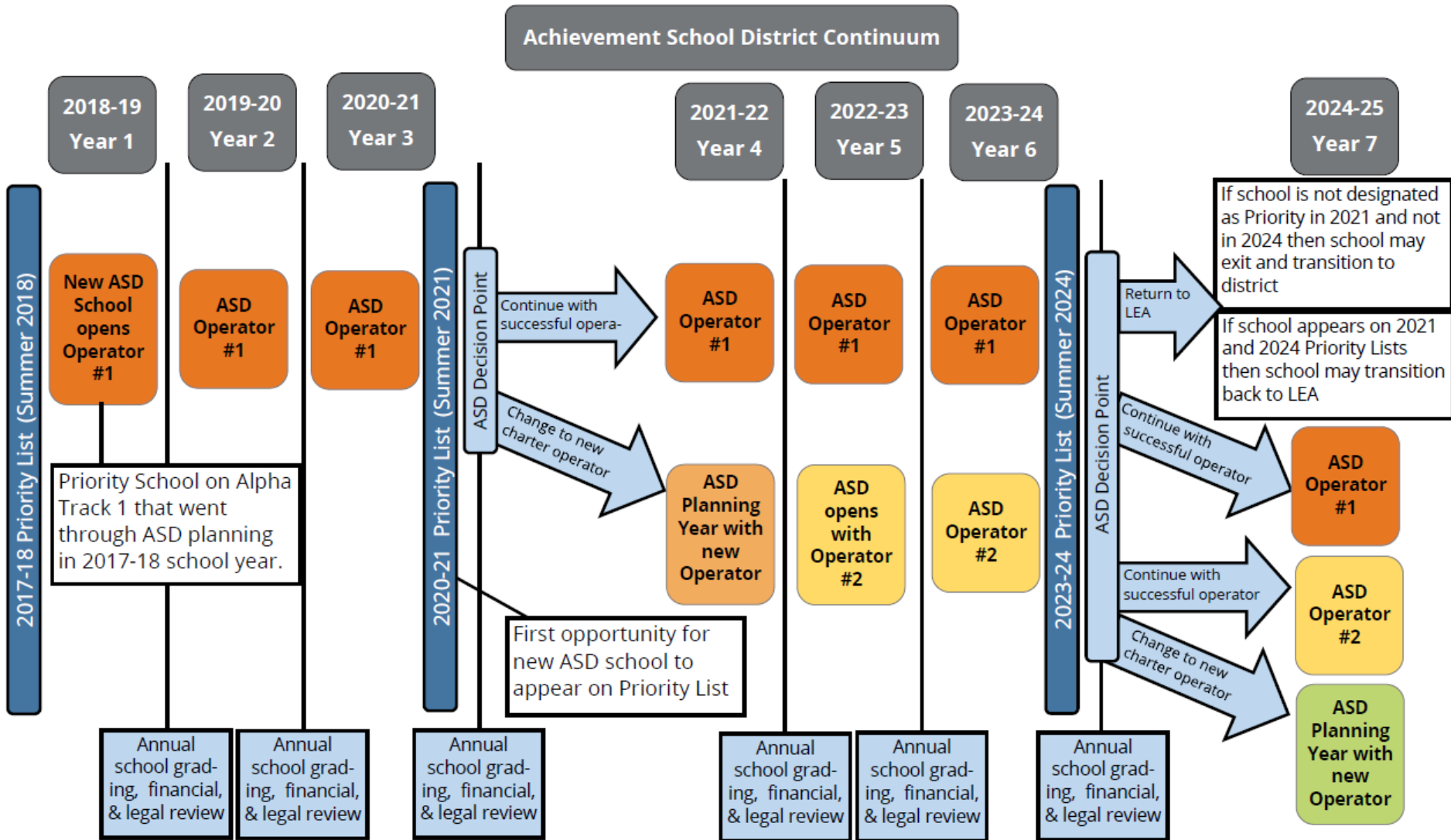
**Achievement School
District**

Stakeholder Feedback

- ASD school performance proof points and exit criteria should be clearer
- ASD proof points should align to the Priority School Improvement Continuum
- Increase transparency regarding decision making for eligibility

ASD Continuum

Achievement School District Continuum



ASD Transition Criteria

- Schools transitioning from the ASD back to the LEA will require a plan developed by the Commissioner and OSI in collaboration with the LEA
- The plan will focus on conditions required for success of the school in the LEA
- A school in the ASD will remain in the ASD for no more than 10 years
- A school in the ASD will have the opportunity to exit and begin the transition back to the LEA after not appearing on two consecutive Priority school lists

The ASD at a Glance

■ Overall District:

- Finishing 5th year as a district
- 33 schools serving 11,500 students

■ Schools:

- ASD authorizes charter schools and directly manages a small cluster of schools
- 15 authorized operators: 5 national, 10 local & 5 directly-managed schools.

■ Looking Ahead:

- 32 schools serving 11,500 students in 2017-18.
- Will provide interventions in 2018-19 school year for schools identified for “Alpha Track 1” through ESSA.

ASD Theory of Action

How did the ASD believe it would transform the bottom 5% of TN's schools?

autonomy + talented educators + accountability

“We have a theory: if you create a system of schools with flexibility in four key areas (time, people, program and resources) and hire outstanding principals and teachers, the school will provide students with an outstanding education.

...A “cookie-cutter,” top-down approach will not work. We must be able to adapt instantly and constantly. We have to provide flexibilities that increase the creative problem solving of our folks on the ground to accomplish the mission.” ASD, 2012

“

ASD Theory of Action

The ASD is a portfolio of autonomous, accountable schools

Autonomous: decision-making lies at the school and community level through independent local operators and governing boards

Accountable: clear performance expectations are tied to school actions which result in halting what is not working and growing what is

Portfolio: While no single operator is guaranteed to succeed, over time the portfolio performance will improve with constant and consistent school action decisions

The primary role of the ASD is to manage the quality of the portfolio through school action decisions

School operators decide and own student-facing work

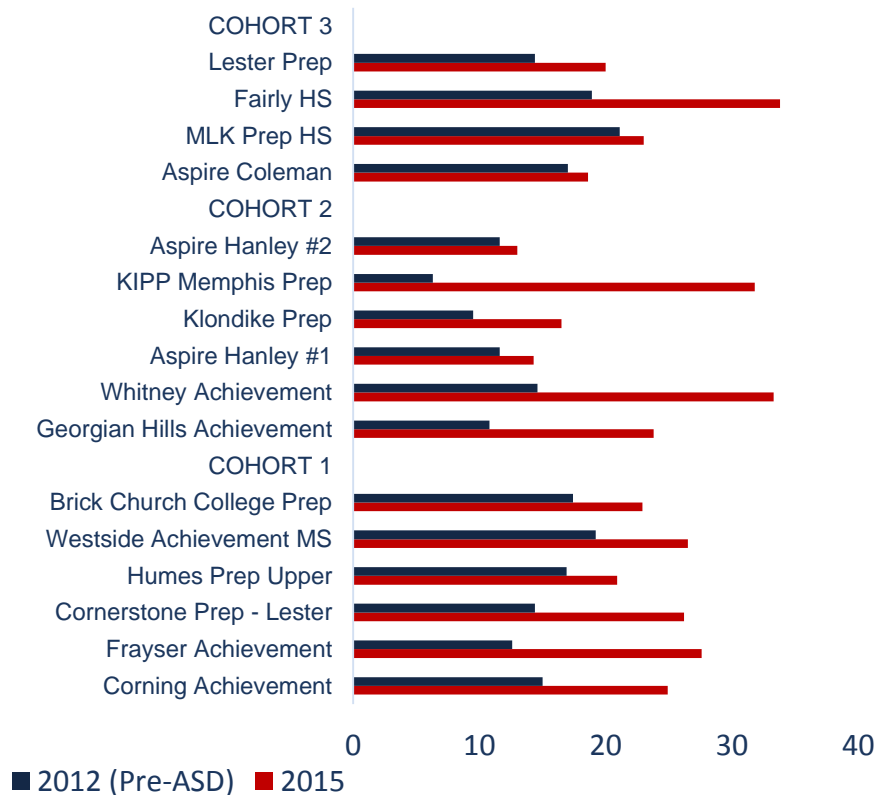
Unbiased LEA makes replacement and growth decisions based on quality

Schools will ultimately return to oversight of the local district, maintaining the autonomy and momentum that led to their success

The role of the local LEA is not to directly operate returned schools, but to take over monitoring of their performance and make school action decisions based on quality

Improvement in Leading Indicators and Achievement Growth in first few years

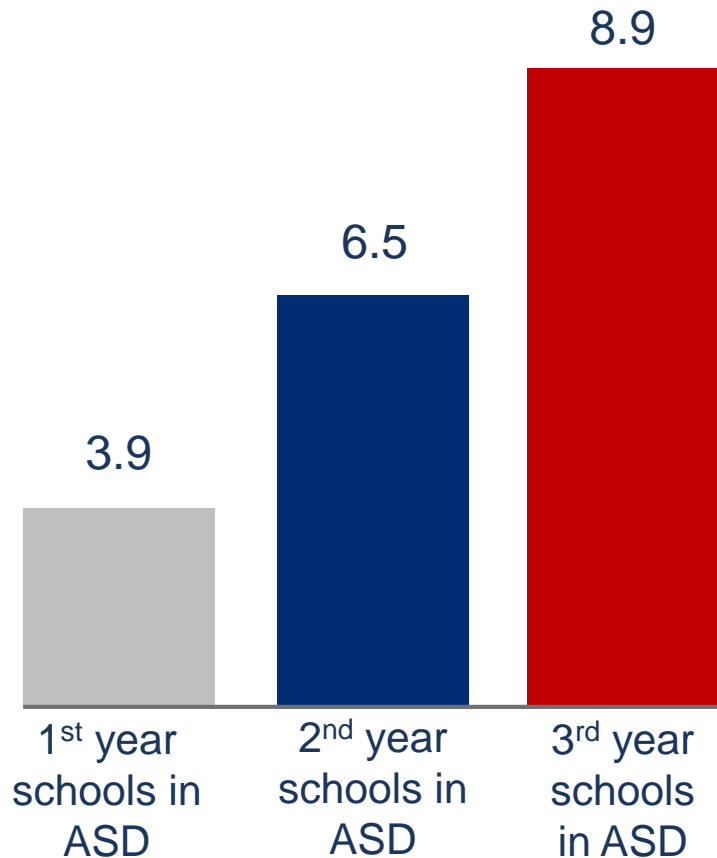
Average Proficiency Pre-ASD vs. 2015



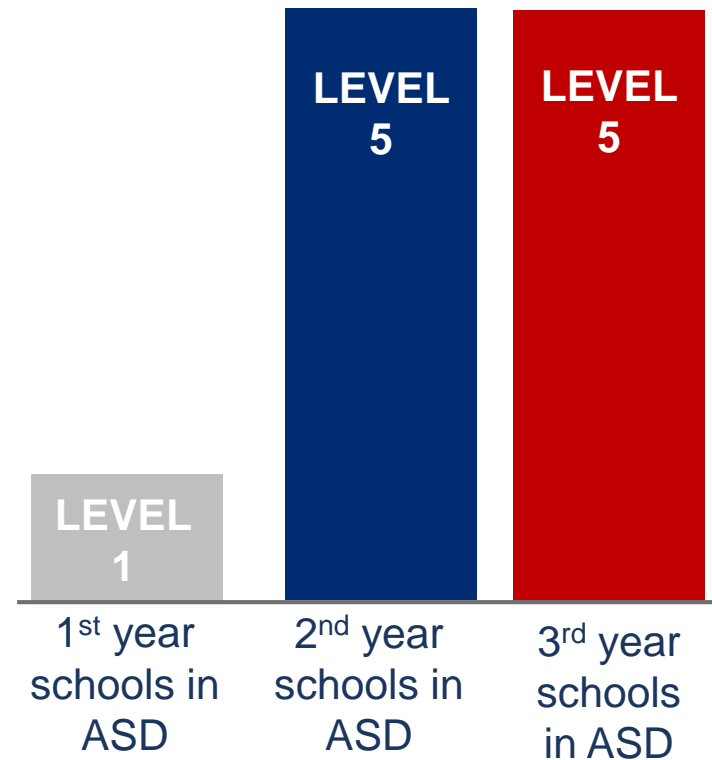
- **More kids in school**
 - 20% reduction in out-of-school suspensions in ASD schools
 - 15% improvement in grad rate at two turnaround high schools
- **High parent & student satisfaction**
 - 8 out of 10 parents graded their ASD school an "A" or "B"
- **Closing the achievement gap**
 - Priority school students growing 4x faster than peers
 - Serving SWD at higher inclusion rates
- **Early proficiency gains**
 - All ASD schools have higher proficiency than in 2012
 - Of 11 eligible, 3 off Priority list

ASD Schools are Growing Faster Over Time

ASD Proficiency Growth



ASD TVAAS Ratings



ASD Impact

- All schools placed in the ASD are now achieving higher proficiency rates than in 2012
- ASD 11th graders increased their average ACT composite score by 1.38 points from 2014-15 to 2015-16 – nearly *three times* the state average
- Within the bottom 5% of schools, there has been unprecedented growth in the proportion of students that are on grade level – ASD catalyzed a 55% increase in the Priority list threshold between 2012 and 2014

Closing long-persistent opportunity gaps in the classrooms and lives of Priority school students requires that the ASD renew its charge and deepens its impact

ASD Schools Focus Areas for Future Impact

- Learnings and areas of focus for the ASD portfolio of autonomous schools:
 - Early literacy instruction and coaching
 - Access to post-secondary opportunities
 - Equitable discipline practices
 - Whole child wrap around support services

ASD Focus Areas for Future Impact

- District learnings and areas of focus::
 - Catalytic effect
 - LEA collaboration and empowerment requires trust and action
 - Portfolio improvement requires both accountability-based school actions and cross-network practice sharing
 - Environment for turnaround matters – politics, policies and perceptions; maximized school funding; and freedom to act

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Timeline for Moving Forward

- Plan submitted to the U.S. Department of Education, and we await their review and approval
- Much of this work is already underway, with new areas of focus and work beginning under ESSA
- ESSA goes into effect on July 1, 2017
 - We will work with stakeholders and districts to release an implementation guide by that date
- Partnership is key to ensuring this work happens



Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork